

HSC Alternative School District Improvement/Progress Report Form

Principle: General Supervision				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The SDHSC alternative school program currently provides students with the opportunity to complete coursework on an individualized basis. When special education students enter the program, a team meeting is held and an addendum is written to their plan. IEPs are revised when their annual review is due. In general, the process of giving notice to parents and ensuring team membership is being met.</p> <p>What does not occur, however, is the provision of any special education services to eligible students. The program staff stated in interview they are unclear where their responsibilities for special education students begin and end. In addition, program staff reports that there is a serious lack of communication between the special education and regular education staff. The unclear guidance, loosely defined roles and responsibilities, and breakdown in communication have resulted in students not being given individualized instruction designed to confer educational benefit.</p> <p>February, 2003 – UPDATE</p> <p>A tracking system has been developed for goals and objectives. Classroom teachers have a list of their students receiving special education services that they report on weekly. The teachers indicate the progress being made towards meeting goals and objectives. The system does not reflect documentation of actual service provision. In interview, the review team again heard comments from the general education staff that at times special education was not being provided or the special educator was not coming into the general education classroom to provide remedial assistance.</p> <p>Gains have been made in tracking student progress; however, the assurance of the provision of special education services is still unclear based upon the lack of documentation of service provision and statements heard in interview.</p>				
Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families.				
The agency ensures special education and related services are provided in accordance with requirements of IDEA. (ARSD 24:05:31)				
Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>1. What will the agency do to improve?</p> <p>Assessments: The Special Education Coordinator or trained paraprofessional will administer the KTEA (Kaufman Test of Educational Achievement) on all students enrolled at the HSC Alternative School. The KTEA Manual states, “paraprofessional can administer the test after proper training regarding appropriate administration.” The Special Education Coordinator will assure that all paraprofessional are properly trained. The Special Education Coordinator will interpret the results of the assessment and send them out via email to teachers and ward staff. The results of the assessment will be used to assist in the development of goals and objectives for the IEP. The amount of special education services will be specified within the goal based on the assessment results, and team discussion, by the Special Education Coordinator.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Director of Education and Support Services will develop a QA checklist for special education services. During the first week of each month the Director of Education and Support Services will review 50% of the special education student files using the QA checklist. The Director of Education and Support Services will assure that the KTEA was administered and interpreted, results were sent out via email (with a copy kept in the student’s file), and will review the goals and amount of service provisions with the Special Education Coordinator. The QA checklist will be sent to OSE.</p>	Ongoing	All school staff	MET	
<p>Please explain the data (6 month) – Please see QA checklist faxed to Angie Boddicker. Patient numbers were used, instead of names, for confidentiality purposes. The QA sheets were tracked from June 2003 through October 2003 for this reporting period.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>2. What will the agency do to improve?</p> <p>Tuesday Meeting: A school meeting will be held every Tuesday from 3:45-4:30. All school staff including regular classroom teachers, Special Education Coordinator, paraprofessionals, Director of Education and Support Services and the Education and Support Services Secretary will attend. As a team, student progress in the school setting will be discussed. Decisions will be made regarding student placement in the regular classroom or third classroom, as well as what curriculum/time they will spend in the third classroom, if it is decided that the student would benefit from this environment. Minutes will be recorded and sent out by the Education and Support Services Secretary (Director of Education and Support Services/designee in her absence). A master binder of all recorded minutes will be kept in the Director of Education and Support Services office. The goal is to have each school staff attend the Tuesday meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	On going	All school staff	MET	
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6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Please explain the data (6 month) –

The Tuesday meeting time was changed to Wednesday, directly following the school meeting, per the request of the teachers. Attendance for the school meetings, and the meetings to discuss students on IEPs, are kept separate. These meetings started on 4/29/03 and were tracked through 10/29/03 for this reporting period. Out of 26 possible meeting dates, 24 meetings were held. One meeting was cancelled due to the Special Education Coordinator being off and it was felt that she needed to be present to discuss a particular student; the student was discussed the following week. The other meeting that was cancelled was due to the Director of Education being hospitalized for a personal injury.

Below are the names of the education staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings. The two paraprofessionals assisting as assigned in the Alternative School are Barb Perk, Rehabilitation Teacher, and Susan Kudera, Adult Education Teacher. These individuals also cover the Adult Education/GED Studies Program and the HSC Library. Due to their responsibilities to cover other areas within the hospital, the Director of Education approved for one of them to attend each meeting as not to have to close other areas or cancel other classes within the hospital. Both of them receive the minutes from each meeting. The actual meeting sign-in sheets are available per request.

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	12	8	66 % (resigned on 7/18/03)
Amelia Kallhoff (teacher)	24	24	100 %
Monica Iverson (teacher)	24	21	88 %
Patty Kortan (teacher)	12	12	100 % (resigned on 7/18/03)
Shawndel Rice (teacher)	24	22	92 %
Susan Soukup (secretary/parapro)	24	22	92 %
Brad List (teacher)	24	20	83 %
Pam Folkers (director of ed.)	24	21	88 %
Chad Herrmann (teacher)	10	8	80 % (hired on 8/11/03)
Kory Muller (teacher)	8	8	100 % (hired on 8/25/03)
Paraprofessionals (Barb/Susan)	24	18	75 %

Please explain the data (12 month)

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>3. What will the agency do to improve?</p> <p>IEP Goal Tracking Sheets: The Special Education Coordinator will provide all regular classroom teachers and paraprofessionals updated IEP goal tracking sheets on or before Monday morning. These will be used to track student goals and objectives during the week. The goal tracking sheets will list students name, goals within their IEP, teacher responsible for tracking, and an area for tracking the day the services provision was provided/time spent with student working towards the goal. Teachers will be assigned to students/goals by the team, based on decisions made about students in the Tuesday meetings. Completed goal tracking sheets for the prior week will be turned in to the Special Education Coordinator after the Tuesday meetings. The teacher assigned to track a specific student's goal will assure that the required amount of service provisions are being provided to that student. The goal is to assure the service provisions are being provided and documented 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Compiled results of the goal tracking sheets will be sent to OSE.</p>	On going	All school staff	MET	
<p>Please explain the data (6 month) Please see QA checklist faxed to Angie Boddicker. The goal tracking QA sheets were tracked from 5/5/03 to 10/24/03. Goal tracking sheets were returned and teaching staff documented service provisions being provided to students on a weekly basis. The Special Education Coordinator has developed a filing system for all goal tracking sheets according to the four school quarters and the summer session for easy access if needed. These goal tracking sheets have allowed the Special Education Coordinator to assure that specific service provisions are being provided as written in the IEP and documentation by teaching staff providing the service. Goal tracking sheets are available upon request.</p>				

Principle: Free Appropriate Public Education

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Administrative rules require that each agency provide a child in need of special education or special education and related services with services in accordance with an individual educational program and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

The review team found that student IEPs were written in a generic form. Sections for all of the students' IEPs that were reviewed showed that the IEPs were all written in language that was similar and did not show an "individualized" program for each student.

The following is the language seen repeatedly in all students IEPs:

Under the section Meeting notes:

"This IEP Addendum meeting was held to review the IEP written for (name of student) at (SDHSC). Current grades were reviewed and the IEP was reviewed. The IEP will be followed at the SDHSC Alternative School where (student) will also be in the regular education setting and instruction will be individualized for her to ensure mastery of academic materials in the classroom with the support of special education staff throughout the day. Academic instruction will be provided in the classroom with both special and regular education students. Progress on (student's) IEP goal will be sent out to (student's) surrogate parent and DSS Guardian at the end of every quarterly review period. A copy of each IEP goal page will be sent to (student's) surrogate parent and DSS Guardian to document (student's) progress on each IEP goal/objective."

Written under the section Special Education to be provided:

"All instruction will be individualized for (student) to ensure mastery of academic materials in the classroom with the support of special education staff throughout the day. (student) has been placed at the SDHSC by the Department of Social Services.

Comments: Academic instruction is provided in the SDHSC Alternative School inclusive classroom with both special and regular education students."

After interviewing both the education staff and the special education staff, it was found that no special education services are being provided by the special education staff. Students attend the "inclusive classroom" with the regular education staff provide instruction on coursework. There is no remedial assistance or specialized instruction occurring of any type.

February, 2003 – UPDATE

A review of students IEPs reflected more work on the inclusion of student and parent input. The program has put a process in place to elicit student and parent input and it appears within the present levels of performance on the IEP addendum. Overall, however, IEPs were still written in a generic style, lacking individualization of planning. See principle five for more information on IEPs.

Principle one address the status of service provision

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families.</p> <p>All eligible students with disabilities are provided with a free appropriate public education (FAPE). (ARSD 24:05:13:02)</p>				
<p>Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the agency do to improve?</p> <p>Unit/Education Meetings: An adolescent unit/education meeting will be held twice a month. Four representatives from the adolescent units, four representatives from the school and the HSC Clinical Director will be involved in these meetings. The meetings will be designed to brainstorm ideas for integrating the school and treatment day for students/patients. It is hoped that planning and coordination within these meetings will allow for better communication flow between the units and the school. This in turn will allow the Special Education Coordinator to develop a more individualized plan for the student. The goal is to have each committee member attend the meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	<p>On going</p>	<p>Staff assigned to serve on the committee</p>	<p>MET</p>	

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Please explain the data (6 month)

These meetings started on 4/24/03 and were tracked through 10/23/03 for this reporting period. Out of 13 possible meeting dates, 12 meetings were held. One meeting was cancelled due to BOP Legal Arena Training Course. A number of the members assigned to this meeting are supervisors and were required to attend this training.

These meetings have allowed unit and school staff to discuss and resolve issues pertaining to both the units and school. One of the main successes from these meetings was integrating the student goals within the IEP into their treatment plan. Another success was training counselors, social workers, paraprofessionals and supervisors on administering the KTEA. The Special Education Coordinator then interprets the results and sends out the information to both school and unit staff. This allows all individuals working with the student to know their functioning level. It also allows the KTEA to be administered in a timely manner upon admission.

Below are the names of the staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	6	5	83 % (resigned on 7/18/03)
Monica Iverson (teacher)	12	11	92 %
Susan Soukup (secretary/parapro)	12	11	92 %
Brad List (teacher)	2	2	100 % (appointed on 10/9/03)
Pam Folkers (director of ed.)	12	11	92 %
Jody Smith (program director)	12	10	83 %
Deb Mehrer (charge nurse sup.)	12	11	92%
Cindy Cihak (counselor sup.)	12	9	75%
Seth McClure (counselor sup.)	12	9	75%
Sandy Mathis (counselor sup.)	12	9	75 %
Pam VanMeeteren (clinical coord.)	12	4	33 %

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>2. What will the agency do to improve?</p> <p>IEP Meetings: IEP meetings will be scheduled by the Special Education Coordinator. Invitations to the meetings will be sent out to the patient's unit staff and education staff, as well as other entities outside the HSC. All education staff working with the student are required, per directive of the Education and Support Services Director, to attend the IEP meetings. The IEP meetings will have at least one unit staff participant, preferably the student's primary counselor. This will allow for better communication between treatment and school. The Special Education Coordinator will gain valuable information on other services the student may be participating in outside of the school setting that can be used to develop a more individualized IEP for the student. Our goal is to have a unit staff and school staff participate in 100% of the IEP meetings.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	Ongoing	<p>School and unit staff invited to the IEPs.</p> <p>Director of Education and Adolescent Program Manager</p>	MET	
<p>Please explain the data (6 month)</p> <p>IEP meetings were tracked from 5/6/03 to 10/28/03 for this reporting period. There were 16 IEP meetings held during this reporting period. Of those 16 meetings, schools staff attended 16 meetings (100%). Of those 16 meetings, unit staff attended 15 meetings (94%). Of the 15 meetings unit staff attended, 10 of them had two unit staff attend. This has allowed the Special Education Coordinator, home school staff and/or parents/guardians to gain knowledge on the progress of the student in both the education and treatment setting.</p>				

Principle: Appropriate Evaluation

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Agencies that provide special education must ensure that evaluation procedures are implemented to identify all of the student's special education and related services needs. Students entering the Human Services Center did have documentation in student files of psychiatric evaluations. An assessment of the students' present levels of educational performance, however, was not seen. A brief academic screen was given sometimes to students, but no other assessments were occurring to identify student needs in other areas such as reading, math or social skills. The results of an academic screen were only found in half of the student files reviewed. None of the files reviewed showed an evaluation that was sufficiently comprehensive to identify all of the student's special education and related services needs.

A variety of assessment tools and strategies must also be used to gather relevant functional and developmental information about the student to determine eligibility and program placement. Staff at the Human Services Center did not understand that functional information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the special education files reviewed, no student files had documentation of functional assessment completed during the evaluation process, or being used to make educational programming and placement decisions about the students.

A team of individuals, including input from the student's parents, is to determine what evaluation data is needed to support eligibility and the student's special education needs. When completing reevaluations, this IEP team must decide what, if any, additional evaluation data is needed to decide whether or not the student continues to have a disability, the present levels of educational performance of the student, and whether or not the student requires special education and related services. If it is decided that no additional data is needed, the agency must provide the parents with notice of this decision and the reasons for this decision. During file reviews and interviews, it was found that staff was unclear as to how to document when no additional evaluation data was needed or how to document when portions of a comprehensive evaluation were brought forward from a previous evaluation. Without this documentation or any further evaluations, the review team found that students were not assessed in all areas of suspected disability, nor was parent input obtained during the evaluation process. Evidence of parent involvement into the evaluation process was not available in a review of all student records.

Assessments in the area of secondary transition skills must also be completed for students age 14 and above to identify secondary transition needs that must be addressed in the student's IEP. The review team did not consistently find assessments in the area of secondary transition for students of transition age. It was found through file reviews and staff interviews that these assessments were not included as part of the evaluation/reevaluation process for students at the high school level.

February, 2003 – UPDATE

The program has begun efforts to incorporate functional assessment into the IEP planning process. A review of file information indicated some use of functional assessment, but it is not consistently occurring. A form for seeking parental input into the evaluation planning process was developed and put into use. This is seen reflected in present levels of performance on student IEPs. The process for documenting and informing parents of the decision not to seek additional evaluations for determination of eligibility is still not in place.

File reviews of transition-age students reflected an improvement in meeting the requirement to assess for transition planning purposes. Student checklists, and interest profiles were used for a number of students.

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families. Students are appropriately evaluated for continuing eligibility. (ARSD 24:05:25)				
Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the agency do to improve? Functional Assessment: The Special Education Coordinator or trained paraprofessional will administer the KTEA (Kaufman Test of Educational Achievement) on all students enrolled at the HSC Alternative School. The Special Education Coordinator will interpret the results of the assessment and send them out via email to teachers and ward staff. The results of the assessment will be used to assist in the development of goals and objectives for the IEP. The amount of special education services will be specified within the goal based on the assessment results, and team discussion, by the Special Education Coordinator. What data will be given to OSE to verify this objective? The Director of Education and Support Services will develop a QA checklist for special education services. During the first week of each month the Director of Education and Support Services will review 50% of the special education student files using the QA checklist. The Director of Education and Support Services will assure that the KTEA was administered and interpreted, results were sent out via email (with a copy kept in the student's file), and will review the goals and amount of service provisions with the Special Education Coordinator. The QA checklist will be sent to OSE.	Ongoing	Special Education Coordinator and Director of Education and Support Services	MET	

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

Please explain the data (6 month) Please see QA checklist faxed to Angie Boddicker. Patient numbers were used, instead of names, for confidentiality purposes. The QA sheets were tracked from June 2003 through October 2003 for this reporting period.				
2. What will the agency do to improve? Transitional Assessment: The Special Education Coordinator or trained paraprofessional will administer the TPI (Transitional Planning Inventory Assessment) and a transitional assessment obtained from the Transition Tackle Box provided through the South Dakota State SPED website on all students with IEPs when they turn 14 years of age. These assessments will also be completed if a student is enrolled in the HSC Alternative School, is 14 years of age or older, and has not completed any transitional assessments. The Special Education Coordinator will interpret the results of the assessment and send them out via email to teachers and ward staff. The results of the assessment will be used to assist in the development of goals and objectives for the IEP. What data will be given to OSE to verify this objective? The Director of Education and Support Services will develop a QA checklist for special education services. During the first week of each month the Director of Education and Support Services will review 50% of the special education student files using the QA checklist. The Director of Education and Support Services will assure that Transitional Assessments was administered and interpreted, results were sent out via email (with a copy kept in the student's file), and will review the transitional goals with the Special Education Coordinator. The QA checklist will be sent to OSE.	Ongoing	Special Education Coordinator and Director of Education and Support Services	MET	
Please explain the data (6 month) Please see QA checklist faxed to Angie Boddicker. Patient numbers were used, instead of names, for confidentiality purposes. The QA sheets were tracked from June 2003 through October 2003 for this reporting period.				

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

Please explain the data (12 month)				
<p>3. What will the agency do to improve?</p> <p>Parental Notice: The Special Education Coordinator will develop a letter for notifying parents of the team's decision not to seek additional evaluations for determination of eligibility. The letter will list out all possible assessments administered to students prior to their three-year reevaluation. There will be a box in front of each assessment in the list. The Special Education Coordinator will then check the box in front of the assessments that are deemed unnecessary by the multidisciplinary team. Our goal will be to inform parents of the team's decision not to seek additional evaluations for determination of eligibility 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Due to the very small number of three-year reevaluations that are completed within a fiscal year, the actual notification letters will be sent to the OSE for verification of this objective.</p>	Ongoing	Special Education Coordinator and Director of Education and Support Services	ONGOING	Met June '04
Please explain the data (6 month) There have been no three-year reevaluations during this reporting period.				
Please explain the data (12 month) There have been no three-year reevaluations during this reporting period. Due to this fact, a sample letter will be sent to Angie Boddicker, via email, for review.				

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

4. What will the agency do to improve?			MET	
<p>Teacher pretests and observations: The HSC Alternative School teachers will use pretests developed for individual classes, student observation in the classroom, pretests offered in some workbooks, primary counselor feedback on problems the student may be having in their treatment work (i.e., inability to comprehend, spelling errors, difficulty reading assignments), etc. as further tools for identifying the student's functional abilities. Pertinent results will be shared in the Tuesday meetings by the teachers. The goal is to have each school staff attend the Tuesday meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective? Data on the number of meetings and individual attendance.</p>				

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Please explain the data (6 month)

The Tuesday meeting time was changed to Wednesday, directly following the school meeting, per the request of the teachers. Attendance for the school meetings, and the meetings to discuss students on IEPs, are kept separate. These meetings started on 4/29/03 and were tracked through 10/29/03 for this reporting period. Out of 26 possible meeting dates, 24 meetings were held. One meeting was cancelled due to the Special Education Coordinator being off and it was felt that she needed to be present to discuss a particular student, the student was discussed the following week. The other meeting that was cancelled was due to the Director of Education being hospitalized for a personal injury.

There are four adolescent units at HSC. One teacher is assigned to attend the treatment team meetings and is considered the school representative for those meetings. Teacher assignments as of 10/2003 are as follows: Brad List, Oak 1; Chad Herrmann, Pine 2; Kory Muller, Birch 2; and Amelia Kallhoff/Shawndel Rice, Oak 2. The teachers receive information from unit staff (primary counselors, social workers, nurses, doctors, ect.) and share school notes pertaining to students during the treatment team meetings. Information obtained from the treatment team meetings, as well as classroom observations and informal teacher assessments, are shared with all school staff at the Wednesday meetings.

Below are the names of the education staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings. The actual sign in sheets are available per request.

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	12	8	66 % (resigned on 7/18/03)
Amelia Kallhoff (teacher)	24	24	100 %
Monica Iverson (teacher)	24	21	88 %
Patty Kortan (teacher)	12	12	100 % (resigned on 7/18/03)
Shawndel Rice (teacher)	24	22	92 %
Susan Soukup (secretary/parapro)	24	22	92 %
Brad List (teacher)	24	20	83 %
Pam Folkers (director of ed.)	24	21	88 %
Chad Herrmann (teacher)	10	8	80 % (hired on 8/11/03)
Kory Muller (teacher)	8	8	100 % (hired on 8/25/03)

Principle: Procedural Safeguards

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>If the IEP team determines that no additional evaluation data is needed, the agency is to inform the parents that no additional data is needed, the reasons for it, and the parent's right to still request further evaluation. Through interview and documentation review, the monitoring team was able to verify that ability and achievement evaluation results were used from the previous three-year reevaluation and minimal assessments were administered when students entered the Human Services Center. In all of the files reviewed, the prior notice for reevaluation did not indicate that previous data was being brought forward and the reasons for it, nor were parents told that a complete evaluation could be requested.</p> <p>February, 2003 – UPDATE</p> <p>As indicated under the previous principle, this area is still not being addressed. The review team found no documentation to support that parents are being properly notified of the decision not to seek particular evaluations to re-determine eligibility.</p>				
<p>Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families.</p> <p>Parents are fully informed of all information relevant to the activity for which consent is sought. (ARSD 24:05:30)</p>				
<p>Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 11/06/03
 12 month reporting date 5/06/04
 Closed 6/24/04

<p>1. What will the agency do to improve?</p> <p>Parental Notice: The Special Education Coordinator will develop a letter for notifying parents of the team's decision not to seek additional evaluations for determination of eligibility. The letter will list out all possible assessments administered to students prior to their three-year reevaluation. There will be a box in front of each assessment in the list. The Special Education Coordinator will then check the box in front of the assessments that are deemed unnecessary by the multidisciplinary team. Our goal will be to inform parents of the team's decision not to seek additional evaluations for determination of eligibility 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Due to the very small number of three-year reevaluations that are completed within a fiscal year, the actual notification letters will be sent to the OSE for verification of this objective.</p>	Ongoing	Special Education Coordinator and the Director of Education and Support Services	ONGOING	Met June '04
Please explain the data (6 month) There have been no three-year reevaluations during this reporting period.				
Please explain the data (12 month) There have been no three-year reevaluations during this reporting period. Due to this fact, a sample letter will be sent to Angie Boddicker, via email, for review.				

Principle: Individualized Education Program

6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

A student IEP must include a statement of the present levels of performance that includes how the student's disability affects their involvement and progress in the general curriculum. Because the agency does not secure functional assessment of the student, IEPs did not address how the student's disability had impacted their work in the general curriculum. Broad statements about student behavior were typically seen, but this did not correspond to any perceived impact on the student's education. In interview, the special education teacher indicated she was able to develop student IEPs without assessment of students.

In addition, the IEPs seen by the review team did not have adequate transition plans. For students age 14 and up, a course of study that relates to the student's transition needs must be identified. IEPs did contain course listing, but these were not linked in any manner to the transition needs of the student. For students age 16 or older, the IEP must contain a statement of needed transition services, including interagency responsibilities or any needed linkages. The IEP plans seen did not contain any services designed to assist the student in transitioning from school to post-school settings. Statements were seen regarding outcomes for the student in the areas of employment and independent living, however, these were unrelated to any planning or service provision for the student. Under the section for transition planning, there were no goals or services identified for meeting those outcomes. The five areas of transition to be addressed (employment, independent living, community participation, adult services and post secondary education) were left blank except for statements of where the student might like to go after high school or what they like to do. The statements were unrelated to assessment of the student's needs, nor did they explain why the student did not have a need for services or goals in an area. Examples seen include "(student) would like to someday live independently as well as make their own financial decisions. They would like to live in an apartment or studio apartment" and "there is no indication of need for adult services at this time. Adult services may need to be considered prior to (student)'s discharge from SDHSC".

In interview with the special education teacher, she indicated that she completed the transition planning component based on the student's time in their academic program only. The SDHSC Adolescent Program provides a comprehensive set of services which can be related to post-school needs. At this time, however, no connections are made to these other services, nor is there an effort to address how all the services can be coordinated to ensure meeting desired outcomes for the student, both from a health and educational perspective.

February, 2003 – UPDATE

A review of seven students IEPs indicated that present levels of performance are still not addressing the required components. Rather than reflecting functional assessment information and how the students disability impacts their progress in the general curriculum, the present levels statements review goals from the previous IEP and provide a generic list of "related services" to be provided "as needed". In some cases, the team determined that goals were already met, but the student would continue to work on them. In other cases, goals were dropped and replaced with new goals, but had no accompanying objectives or benchmarks.

Assessment for transition planning has begun. Reviews of student files indicated transition planning, however, has not improved. Plans still reflect justification statements that indicate why the student is not working on any of the five required areas for transition (employment, independent living, community participation, adult services and post-secondary education). An example was seen as follows: "(_____) will not work on transition goals due to the short duration of time spent at HSC". This student came from a school district with a fully developed IEP containing an appropriate transition plan. Other similar statements were seen in lieu of transition plans.

In interview, the vocational rehabilitation counselor indicated a desire to work with more students; however she stated time constraints kept her from doing so. A social worker was interviewed provided that she did not see a role for her in the educational process. The review team heard from 18 multiple entities that stated they did not understand their responsibilities to be a part of the IEP team process. Efforts to collaborate within the existing systems for transition-planning purposes are still needed. As a positive development, the program has received training and ongoing technical assistance from the transition liaison project. Plans are in placed for future training.

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<p>Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families.</p> <p>All IEPs are appropriate for each eligible student and contains all required content. (ARSD 24:05:27). All transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities. (ARSD 24:05:27)</p>				
<p>Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the agency do to improve?</p> <p>Unit/Education Meetings: An adolescent unit/education meeting will be held twice a month. Four representatives from the adolescent units, four representatives from the school and the HSC Clinical Director will be involved in these meetings. The meetings will be designed to brainstorm ideas for integrating the school and treatment day for students/patients. It will also be used to educate staff who have questions about the IEP process and their role within that process (information will be relayed back to unit staff who do not serve on the committee). It is hoped that planning and coordination within these meetings will allow for better communication flow between the units and the school. This in turn will allow the Special Education Coordinator to develop a more individualized plan for the student. The goal is to have each committee member attend the meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	<p>Ongoing</p>	<p>School and unit staff assigned to serve on the committee</p>	<p>MET</p>	

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Closed 6/24/04

Please explain the data (6 month)

These meetings started on 4/24/03 and were tracked through 10/23/03 for this reporting period. Out of 13 possible meeting dates, 12 meetings were held. One meeting was cancelled due to a BOP Legal Arena Training Course. A number of the members assigned to this meeting are supervisors and were required to attend this training.

These meetings have allowed unit and school staff to discuss and resolve issues pertaining to both the units and school. One of the main successes from these meetings was integrating the student goals within the IEP into their treatment plan. Another success was training counselors, social workers and supervisor on administering the KTEA. The Special Education Coordinator then interprets the results and sends out the information to both school and unit staff. This allows all individuals working with the student to know their functioning level. It also allows the KTEA to be administered in a timely manner upon admission.

Below are the names of the staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	6	5	83 % (resigned on 7/18/03)
Monica Iverson (teacher)	12	11	92 %
Susan Soukup (secretary/parapro)	12	11	92 %
Brad List (teacher)	2	2	100 % (appointed on 10/9/03)
Pam Folkers (director of ed.)	12	11	92 %
Jody Smith (program director)	12	10	83 %
Deb Mehrer (charge nurse sup.)	12	11	92%
Cindy Cihak (counselor sup.)	12	9	75%
Seth McClure (counselor sup.)	12	9	75%
Sandy Mathis (counselor sup.)	12	9	75 %
Pam VanMeeteren (clinical coord.)	12	4	33 %

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<p>2. What will the agency do to improve?</p> <p>IEP Meetings: IEP meetings will be scheduled by the Special Education Coordinator. Invitations to the meetings will be sent out to the patient's unit staff and education staff, as well as other entities outside the HSC. All education staff working with the student are required, per directive of the Education and Support Services Director, to attend the IEP meetings. The IEP meetings will have at least one unit staff participant, preferably the student's primary counselor. This will allow for better communication between treatment and school. The Special Education Coordinator will gain valuable information on other services the student may be participating in outside of the school setting that can be used to develop a more individualized IEP for the student. Our goal is to have a unit staff and school staff participate in 100% of the IEP meetings.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	Ongoing	<p>School and unit staff invited to the IEPs.</p> <p>Director of Education and Adolescent Program Manager</p>	MET	
<p>Please explain the data (6 month)</p> <p>IEP meetings were tracked from 5/6/03 to 10/28/03 for this reporting period. There were 16 IEP meetings held during this reporting period. Of those 16 meetings, schools staff attended 16 meetings (100%). Of those 16 meetings, unit staff attended 15 meetings (94%). Of the 15 meetings unit staff attended, 10 of them had two unit staff attend. This has allowed the Special Education Coordinator, home school staff and/or parents/guardians to gain knowledge on the progress of the student in both the education and treatment setting.</p>				

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<p>3. What will the agency do to improve?</p> <p>Life Skills Classes: The Adolescent Unit staff is currently working on a plan to provide Life Skills classes to adolescent patients outside of the academic school sessions. These classes are divided into four main topic areas that include Money Management, Community Skills, Homemaking and Job Skills. Life Skills classes will begin for adolescent patients by the end of May 2003. Many of these classes will relate to transition planning for students. Unit staff participation in the IEP meetings, teacher participation in the treatment team meetings, as well as the unit/education committee meetings, will allow the Special Education Coordinator to obtain information on student participation in these transitional related classes. The Special Education Coordinator will also be able to refer students to these classes as the IEP team deems necessary. The goal is to assure the 100% of students 14 years of age or older, who have an IEP, are being provided transitional services.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Director of Education and Support Services will develop a QA checklist for special education services. During the first week of each month the Director of Education and Support Services will review 50% of the special education student files using the QA checklist. The Director of Education and Support Services will assure that transition services are being provided and reflected within the IEP. The QA checklist will be sent to OSE.</p>	Ongoing	Unit Staff, Special Education Coordinator and Director of Education and Support Services	MET	
<p>Please explain the data (6 month)</p> <p>Please see QA checklist faxed to Angie Boddicker. Patient numbers were used, instead of names, for confidentiality purposes. The QA sheets were tracked from June 2003 through October 2003 for this reporting period.</p>				

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<p>4. What will the agency do to improve?</p> <p>IEPs: The Special Education Coordinator will use the most recent IEP form that does not reflect services “as needed”. Based on the student’s identified disability/disabilities, the IEP will reflect only those modifications needed to provide FAPE for that student. As goals are met, they will be stated as completed and new goals, objectives and benchmarks will be provided within the IEP.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Director of Education and Support Services will develop a QA checklist for special education services. During the first week of each month the Director of Education and Support Services will review 50% of the special education student files using the QA checklist. The Director of Education and Support Services will review the IEPs with the Special Education Coordinator to assure that goals, objectives and benchmarks have been updated to reflect how their disability impacts their current academic progress. The QA checklist will be sent to OSE.</p>	Ongoing	Special Education Coordinator and Director of Education and Support Services	MET	
<p>Please explain the data (6 month)</p> <p>Please see QA checklist faxed to Angie Boddicker. Patient numbers were used, instead of names, for confidentiality purposes. The QA sheets were tracked from June 2003 through October 2003 for this reporting period.</p>				

Principle: Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Administrative rules require that children in need of special education be provided special education programs and services to meet with individual needs, which are coordinated with the regular education program when appropriate. Students should be removed from the regular education classroom only when the nature or severity of their needs is such the education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The team reviewed student IEPs developed by the agency upon student's entrance into the program or for purposes of the annual review. Each IEP contained a similar statement regarding the placement of the student and the reasons the placement was selected. The statement seen is as follows:

The SDHCS Alternative School is the educational component of the SD Human Services Center (SDHSC) George S. Mickelson Center for the Neurosciences – Adolescent unit. The SDHSC Adolescent Unit is a 24-hour residential treatment facility for juveniles. (Student name) has been placed at the SDHCS by the Department of Social Services. As a result, there are limited opportunities for (student name) to participate with her typical peer group.

The placement page of the IEP also make a comment that academic instruction is provided in the alternative school inclusive classroom with both special and regular education students. References are made to individualized instruction.

These comments were seen, with little or no variation, in all student IEPs. From this documentation, it can be concluded that placement decisions are not based upon individual student needs. In addition, the special education teacher indicated the alternative school program was an inclusive model, and therefore, no other options for placement were considered. Regular education teachers in the classroom cited concerns in terms of placement of students within the "inclusive classroom". It was stated to the team that students were in the classroom who had significant skill deficits. The classroom teachers said many times they were unable to ensure they provided appropriate instruction to these students, while attempting to meet the needs of all the students in the classroom at the same time.

February, 2003 – UPDATE

An additional room for specialized instruction has been put into place. This room serves as a resource room setting for students needing pullout instruction. The level of use appeared to be minimal, with much instruction still occurring in the context of the regular classroom.

Another positive development is the increased effort to ensure students remaining on treatment units are provided with an opportunity to continue working on their educational goals. The special educator brings materials to the unit and works with students at that location.

The alternative program has streamlined the coursework they make available to students. This development appears to have simplified a previously complicated instructional process, while meeting the needs of students trying to stay on track

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Desired Outcome(s): Through systemic change, the agency will achieve these results for students with disabilities and their families.				
All children receive services in the least restrictive environment with the supports they need for their successful participation. (ARSD 24:05:28)				
Measurable Goal: The agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the agency do to improve?</p> <p>Tuesday Meeting: A school meeting will be held every Tuesday from 3:45-4:30. All school staff including regular classroom teachers, Special Education Coordinator, paraprofessionals, Director of Education and Support Services and the Education and Support Services Secretary will attend. As a team, student progress within the school setting will be discussed. Decisions will be made regarding student placement in the regular classroom or third classroom, as well as what curriculum/time they will spend in the third classroom, if it is decided that the student would benefit from this environment. Any questions the regular classroom teachers have about modifications they are providing for students that remain in the regular classroom setting may be addressed in this meeting by the Special Education Coordinator. Minutes will be recorded and sent out by the Education and Support Services Secretary (Director of Education and Support Services/designee in her absence). A master binder of all recorded minutes will be kept in the Director of Education and Support Services office. The goal is to have each school staff attend the Tuesday meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	Ongoing	All School Staff	MET	

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Please explain the data (6 month)

The Tuesday meeting time was changed to Wednesday, directly following the school meeting, per the request of the teachers. Attendance for the school meetings, and the meetings to discuss students on IEPs, are kept separate. These meetings started on 4/29/03 and were tracked through 10/29/03 for this reporting period. Out of 26 possible meeting dates, 24 meetings were held. One meeting was cancelled due to the Special Education Coordinator being off and it was felt that she needed to be present to discuss a particular student; the student was discussed the following week. The other meeting that was cancelled was due to the Director of Education being hospitalized for a personal injury.

Below are the names of the education staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings. The two paraprofessionals assisting as assigned in the Alternative School are Barb Perk, Rehabilitation Teacher, and Susan Kudera, Adult Education Teacher. These individuals also cover the Adult Education/GED Studies Program and the Library. Due to their responsibilities to cover other areas within the hospital, the Director of Education approved for one of them to attend each meeting as not to have to close other areas or cancel other classes within the hospital. Both of them receive the minutes from each meeting. The actual sign in sheets are available per request.

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	12	8	66 % (resigned on 7/18/03)
Amelia Kallhoff (teacher)	24	24	100 %
Monica Iverson (teacher)	24	21	88 %
Patty Kortan (teacher)	12	12	100 % (resigned on 7/18/03)
Shawndel Rice (teacher)	24	22	92 %
Susan Soukup (secretary/parapro)	24	22	92 %
Brad List (teacher)	24	20	83 %
Pam Folkers (director of ed.)	24	21	88 %
Chad Herrmann (teacher)	10	8	80 % (hired on 8/11/03)
Kory Muller (teacher)	8	8	100 % (hired on 8/25/03)
Paraprofessionals (Barb/Susan)	24	18	75 %

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 12 month reporting date 5/06/04
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<p>2. What will the agency do to improve?</p> <p>IEP Meetings: IEP meetings will be scheduled by the Special Education Coordinator. Invitations to the meetings will be sent out to the patient's unit staff and education staff, as well as other entities outside the HSC. All education staff working with the students are required, per directive of the Education and Support Services Director, to attend the IEP meetings. The IEP meetings will have at least one unit staff participant, preferably the student's primary counselor. This will allow for better communication between treatment and school. If unit staff have concerns about the placement of a student in the third classroom or regular classroom they can verbalize those concerns during the IEP meeting. A team decision can then be made in the best interest of the student. Our goal is to have a unit staff and school staff participate in 100% of the IEP meetings.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	Ongoing	<p>School and unit staff invited to the IEPs.</p> <p>Director of Education and Adolescent Program Manager</p>	MET	
<p>Please explain the data (6 month)</p> <p>IEP meetings were tracked from 5/6/03 to 10/28/03 for this reporting period. There were 16 IEP meetings held during this reporting period. Of those 16 meetings, schools staff attended 16 meetings (100%). Of those 16 meetings, unit staff attended 15 meetings (94%). Of the 15 meetings unit staff attended, 10 of them had two unit staff attend. This has allowed the Special Education Coordinator, home school staff and/or parents/guardians to gain knowledge on the progress of the student in both the education and treatment setting.</p>				

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12 month reporting date 5/06/04
Closed 6/24/04

<p>3. What will the agency do to improve?</p> <p>Wednesday Meetings: A school meeting will be held every Wednesday from 11:30-approximately 12:00. All school staff including regular classroom teachers, Special Education Coordinator, Director of Education and Support Services and the Education and Support Services Secretary will attend. These meetings cover issues with the HSC as well as school concerns (both patient and non-patient related). Each teacher is assigned as the school representative to one of the adolescent units. The assigned teacher participates in their perspective unit's treatment team meeting and they are responsible for writing student progress notes prior to the meeting. In the Wednesday meeting they share any student concerns that are addressed in the treatment team meetings, especially any concerns that the students may have verbalized to unit staff. This will allow school staff to make any academic changes or modifications for students as needed and deemed necessary for student success. The goal is to have each school staff attend the Wednesday meetings at an 80% attendance rate.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Data on the number of meetings and individual attendance.</p>	Ongoing	All School Staff	MET	
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6 month reporting date 11/06/03
12 month reporting date 5/06/04
Closed 6/24/04

Please explain the data (6 month)

These meetings started on 4/30/03 and were tracked through 10/29/03 for this reporting period. Out of 26 possible meeting dates, 23 meetings were held. Two meetings were cancelled due to the Director of Education being hospitalized for a personal injury. One other meeting was cancelled so that staff and patients could attend the HSC Annual All Hospital Picnic. Pertinent information about the HSC, the school, DECA information, SIMS, Title 1 funds, teacher continuing education, class coverage, school schedule, ect. are discussed in these meetings.

There are four adolescent units at HSC. One teacher is assigned to attend the treatment team meetings and as considered the school representative for those meetings. Teacher assignments as of 10/2003 are as follows: Brad List, Oak 1; Chad Herrmann, Pine 2; Kory Muller, Birch 2; and Amelia Kallhoff/Shawndel Rice, Oak 2. The teachers receive information from unit staff (primary counselors, social workers, nurses, doctors, ect.) and share school notes pertaining to the students at the treatment team meetings. Information obtained from the treatment team meetings, as well as classroom observations and informal teacher assessments, are shared with all school staff at the Wednesday meetings.

Below are the names of the education staff, possible number of meetings to attend, number attended by each individual, and the percentage of attended meetings. The actual sign in sheets are available per request.

Name	Possible # of Meetings	# attended	%
Anne Jensen (teacher)	11	10	91 % (resigned on 7/18/03)
Amelia Kallhoff (teacher)	23	22	95 %
Monica Iverson (teacher)	23	21	88 %
Patty Kortan (teacher)	11	10	91 % (resigned on 7/18/03)
Shawndel Rice (teacher)	23	22	95 %
Susan Soukup (secretary/parapro)	23	18	78 %
Brad List (teacher)	23	21	91 %
Pam Folkers (director of ed.)	23	20	86 %
Chad Herrmann (teacher)	10	8	80 % (hired on 8/11/03)
Kory Muller (teacher)	8	8	100 % (hired on 8/25/03)